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Visual Ranking

CI 513

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**How is critical thinking facilitated through the Visual Ranking tool?**

Students are forced to go deeper and engage with the material in a more thoughtful and comparative way. Students will employ several different skills such as evaluation, differentiation, and organization through this process. Students must not only understand each item in the list but must also be able to compare and rank them in relation to each other. Students must also engage in social interaction in groups gaining perspective from classmates and they evaluate each item. Students might argue for an item they believe to be more important but must also ultimately cooperate with the group.

**What are the key steps to set up the Visual Ranking tool and engage students?**

Teachers will first set up a new project by creating a Description, a Prompt for how to sort the items, and several items applicable to the subject to be sorted. Next the teacher will add teams and share the log in with their students.

In teams, students will go in while discussing and rank each item according to the prompt the teacher has set up. Students can explain their reasoning for each positioning in the comment box connected to the item. Students will discuss amongst themselves and can also compare their answers to those of other teams using the “compare” feature. Teachers can also comment or add further questions regarding the teams’ choices in order to encourage further thinking. The class might then observe the correlation between teams as well as each team compared to the class average. Students can print out a report of their final ranking with comments and questions in regular or outline format in order to use it to prompt further group discussion.

**How and I stimulated by the examples? And how does this apply to my subject area?**

Seems like for Language Arts you could use character names or plot points as items in order to discuss a more abstract idea relating less specifically to the book as they did with the characters of *Charlotte’s Web.* You could also evaluate which characters students can best relate to and why. What books were most challenging? What qualities are most important to students in a director for a play they are in? How can this make them a better actor, director, and collaborator? It seems like many teachers have chosen to add an imaginary or role-play element to some of the questions in order to put their students into the mental space where they can really take in what would be important or prioritized for them.

I could see using this tool in order to have students evaluate different movements across theatre history as far as what they believe to be the most influential. I might include terms like “Dadaism”, “Realism”, “Naturalism”, “Brechtian”, “Post-modern”, “Neo-Futurism”. This project would incorporate the curriculum goals of understanding different forms of theatre throughout history, and how they influenced each other and the entire medium.